

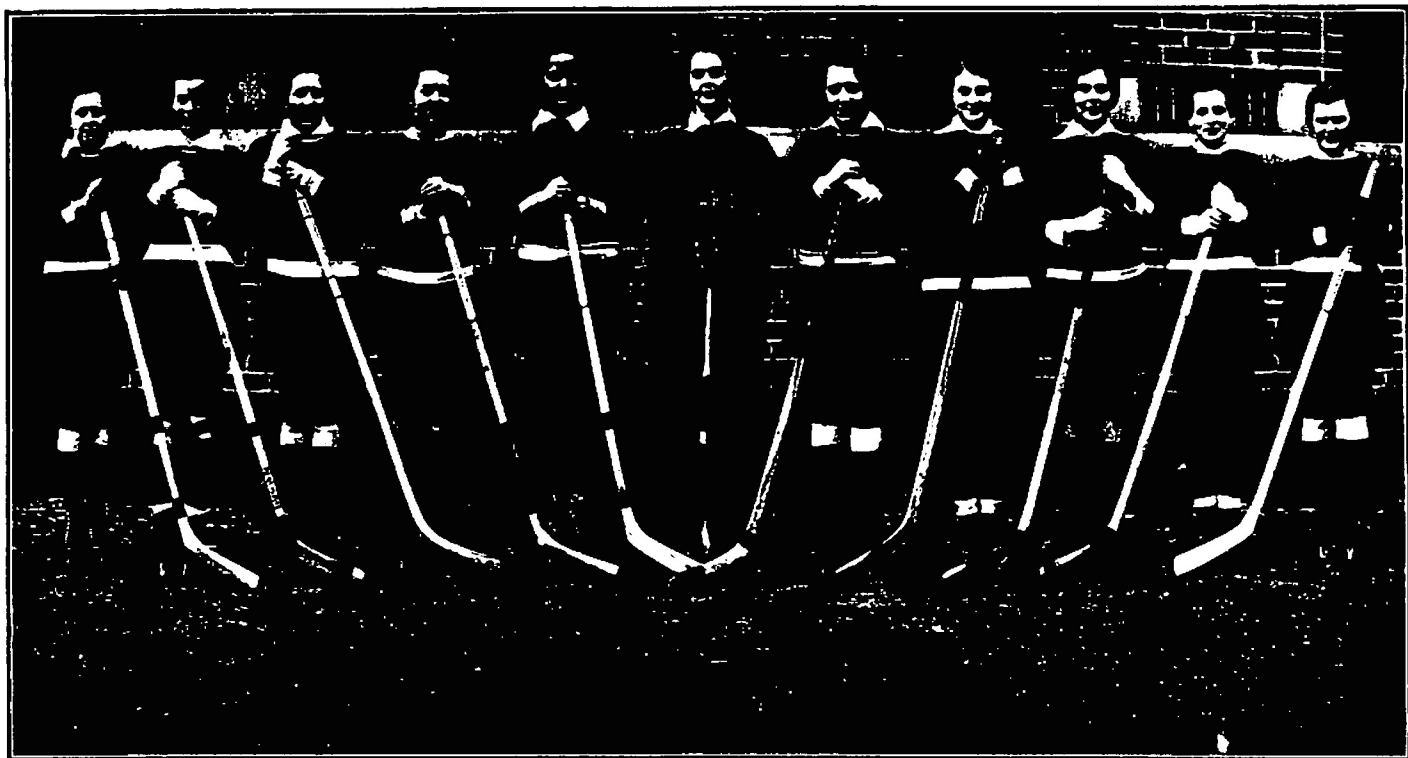
The Margaret Eaton School

COURSE OF INSTRUCTION
LEADING TO TEACHER'S DIPLOMA
IN PHYSICAL EDUCATION

Calendar
1932-1933



CORNER OF YONGE AND MCGILL STREETS
TORONTO



SENIOR ICE HOCKEY PLAYERS, 1932.

The Margaret Eaton School

Mary G. Hamilton, *Director*

Genevieve T. Barber, M.A., *Acting Director, 1931-32*

FACULTY, 1931-32

CHARLOTTE A. KAULBACH, Graduate of Bedford Physical Training College, England.

LILABEL L. SLOAT, B.Sc., Graduate of Chicago Normal School of Physical Education, Chicago, Illinois.

MARY IRENE THOMSON, B.Sc., Graduate of the Sargent School of Physical Education, Cambridge, Mass.

*LILLIAN POLLARD, St. Thomas' Hospital, London, England.

LECTURERS:

THORNTON MUSTARD, M.A., B.Paed., of Toronto Normal School.

E. K. BROWN, B.A., Dip. d'E.F., of University College.

GEORGE McMULLEN, B.A., of Emmanuel College.

PART-TIME INSTRUCTORS:

LAURA CUYLE GEDDES, Graduate of the Sargent School of Physical Education, Cambridge, Mass.

ELVA MILLER, Graduate of The Margaret Eaton School.

DEAN OF STUDENT RESIDENCE:

BEATRICE FOSHAY BETTS.

SECRETARY:

CHARLOTTE H. LAYTON, B.A.

*On leave from the Department of Physiotherapy.

The Margaret Eaton School

History and Purpose

The Margaret Eaton School is a private institution of higher education not operated for profit. The present school is an outgrowth of the physical education division of The Margaret Eaton School of Literature and Expression, which was re-organized in 1926, when the Department of Literature and Expression was discontinued and the name was changed to The Margaret Eaton School. The school fulfils the purpose of training women as teachers of physical education, believing that this branch of general education is an integral part of the physical, social, and moral development of the individual.

The school aims to have as its graduates only those who have shown themselves qualified to teach and who will promote in their professional work the highest ideals. Graduates of this school are holding positions in Canada, the United States, and foreign countries in an ever-widening field. Adequately trained teachers are needed in schools and colleges, social centres or settlements, playgrounds, industrial and other organizations, such as the Young Women's Christian Associations and summer camps.

Calendar 1932-33

First Term	-	-	-	-	-	September 6th to November 25th
Second Term	-	-	-	-	-	November 26th to February 27th
Third Term	-	-	-	-	-	February 28th to May 26th
Camp Period	-	-	-	-	-	September 6th to October 3rd, inclusive
Christmas Vacation	-	-	-	-	-	December 21st to January 3rd, inclusive
Easter Vacation	-	-	-	-	-	April 12th to April 18th, inclusive

Buildings and Equipment

The Margaret Eaton School is situated at the corner of Yonge and McGill Streets, Toronto. In this building there are adequate lecture rooms, social rooms, and thoroughly equipped gymnasiums for remedial and regular classes, as well as a dancing studio and a swimming tank, with modern filtration plant. Suitable space for field sports is provided at one of the city parks in the fall and spring. The indoor rink at the University of Toronto Arena is available for the skating and hockey instruction during the winter season.

Camp Tanamakoon, a thoroughly equipped private camp for girls in Algonquin Park, is used for the camp course which is held each September, and which provides training in land and water sports. This is the only course of its kind in Canada.

A school residence is maintained under the supervision of a dean of residence. Here out-of-town students are assured comfortable living accommodation and suitable board during their years of study.

Life at The School

The course of study offered at The Margaret Eaton School is not alone intended to prepare young women for teaching, but to develop appreciations of other fields, and to broaden the interests of a prospective teacher for her own living. Students are urged to attend lectures, concerts, and art exhibitions which are held in the city of Toronto. Through regularly scheduled lectures held at the school they may meet outstanding personalities in the religious, social, or educational fields.

Certain school functions are under the direction of the school faculty. Other social and all athletic activities are sponsored by The Student Government and The Athletic Association.

The school encourages a programme of intra-mural games and play days with other schools in the city, although no regularly scheduled matches are held with other schools or organizations. The graduates of this school are expected to foster in the communities where they may locate a programme of rational participation in sports or athletic activities for all members of the group or school.



CAMP TANAMAKOON.

The Course of Study

The course of study covers two years from the first of September until the latter part of May. The first month of each year is spent at Camp Tanamakoon in Algonquin Park, where archery, campcraft, land sports, and water sports, especially canoeing, are stressed. Everything is in readiness when the students arrive at the Park inasmuch as the camp organization has been in full operation during the summer months. The camp staff consists of regular faculty members and assistants, in addition to a dietitian and a registered nurse.

The Margaret Eaton School is the only institution in Canada which offers camp leadership training combined with a regular physical education course. Experience over a period of years in placing our graduates has convinced the director that prospective employers appreciate the special training that our students receive during their two months spent at camp.

The winter and spring curriculum includes those courses in both theory and practice which are necessary to the preparation of the teacher of physical education who would be acquainted with modern trends in this field.

Theoretical Subjects

First Year

Literature.
Psychology.
Personal Hygiene.
History of Physical Education.
Theory and Practice of Play.
Anatomy.
Physiology.
Theory of Swedish Gymnastics.
Theory of Dancing.
Junior Teaching.

Second Year

Voice Training and Public Speaking.
Education.
Hygiene for Teachers.
Principles of Physical Education.
Methods of Teaching.
Applied Anatomy.
Remedial Gymnastics and Massage.
Theory of Treatments.
Sports Technique.
Practice Teaching (under supervision).
First Aid.

Practical Subjects

Camp Activities

Archery
Canoeing
Campercraft
Tennis
Track and Field
Water Sports

Rhythmic Activities

Character Dancing
Folk Dancing
Clog Dancing
National Dancing
Natural, Creative Dancing

Gymnastics

Fundamental
German Expression
Natural
Remedial
Swedish

Group Games and Individual Sports

Badminton
Baseball
Basketball
Ground Hockey
Children's Games

Lacrosse
Tennis
Skating, Hockey
Swimming, Diving
Volley Ball

Subjects of Study in Detail

THEORY

Anatomy—The study of the bones, joints and muscles in detail; also of the nervous system, the vascular system, and the viscera.

Physiology—The study of the interrelation of various bodily functions. This course forms the basis of work in Hygiene.

Hygiene—A course in Hygiene with two objectives—First, to give the student a scientific and practical knowledge of the means of maintaining health, for which purpose the general principles of hygienic living are studied; second, to acquaint the prospective teacher with principles of school hygiene and with practices used in the teaching of hygiene.

Theory of Swedish Gymnastics — A course in the history, aims, and methods of teaching Swedish Gymnastics to all ages.

Remedial Gymnastics and Massage—Instruction in the causes and recognition of scoliosis, weak feet, and faulty posture, such as round shoulders, flat chest, forward head, round back, etc. The practical course in massage considers technique, methods, and means of applying this treatment.

A postural clinic is held once a week which the Seniors attend in divisions. Programmes of exercises are prepared to meet individual needs, and the treatments are given by the students, under supervision.

Theory of Treatments—A course designed to give the student a fair knowledge of various pathological conditions and diseases, particularly bony deformities, fractures and dislocations.

Psychology—An elementary course descriptive and experimental, including the study of intelligence, memory, learning, motivation, feeling, emotion, sensation, observation, thinking, imagination and personality.

Literature—The writing of themes narrative, descriptive, and expository. The study of the following texts: Hardy: *The Return of the Native*; Shaw: *Major Barbara*; Bennett: *The Old Wives' Tale*; Jewett: *The Country of the Pointed Firs*; Loomis: *Freshman Readings (Selected)*; Selections from the poetry of Wordsworth, Shelley, Keats, Browning, Arnold, Rossetti, Carman, D. C. Scott, Pickthall.

Voice—A discussion of the principles of communication of ideas from person to person and from one person to a group. Lectures and practical work on the voice, reading, speaking, and the conduct of meetings.

Theory and Practice of Games—A study of child psychology and the various theories of play. The practical material presented includes games ranging from singing games to those more highly organized; all games are discussed and classified according to their value for different age groups.

Theory of Dancing—A study of the theory of natural dancing and rhythm with a detailed study of rendering musical structure into movement patterns. A survey of the entire field of dancing includes primitive and ceremonial, court (of various periods and countries), folk, national, Greek, natural, character, ballet and tap dancing. The organization of lesson plans and the selection of music for the lessons for various age groups is a part of the course.

History of Physical Education - The history of physical education as a great movement, "co-existent with civilization itself." A "Brief History of Physical Education," by Emmett A. Rice, is the text used.

The Science of Education - A study of pedagogy including the mental, emotional and physical growth of children; the laws of learning; the psychology of efficient teaching; progressive methods of classroom procedure and discussions of the ultimate and immediate aims and objectives of general education. While the above course deals with general education largely, lectures are vivified by illustrations and examples from the field of physical education. This course lays a scientific foundation for the course in "Methods and Principles of Physical Education."

Methods of Physical Education - A detailed study of age-groups, their characteristics and special interests being noted, lesson planning and general topics such as competition, tournaments, play organization, point systems and schemes of organization.

First Aid - A complete course of instruction in quick and efficient treatment in cases of accident, leading upon examination to the certificate of First Aid issued by the St. John's Ambulance Association.

PRACTICE

Practice -The programme allows sufficient time for the practical side of the work, to give each student a working knowledge of all the practical subjects in the curriculum. (See page 7).

Practice Teaching -All students have regular periods of practice teaching during the second half of the first year. During the second year each student teaches under supervision throughout the year in the public schools of Toronto. Individual conferences are arranged during which lesson plans for the forthcoming week are presented and criticism on the preceding lesson is given.

Swimming -The instruction in swimming includes Life-saving, Water Sports, and Diving. An opportunity is given the students to qualify for Bronze and Silver Medallions and Diploma of the Royal Life Saving Society. Other Life-saving methods are presented.

Sports and Athletics - Exceptional opportunities for practice in all sports are provided at Camp Tanamakoon and also in the city.



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